



3 Year Accessibility Plan 2024 – 2026

This policy is the responsibility of the Deputy Head Academic, together with the Bursar and Head of Learning Development (SENDCO) to review and update annually. The School's governors are responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

Ethos and aims

Malvern St James strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. MSJ is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

MSJ is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. MSJ's Special Educational Needs and Disabilities (SEND) Policy sets out the School's policy on reasonable adjustments.

MSJ will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

MSJ's SEND Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

MSJ's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as

participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school;

- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

MSJ recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

MSJ is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding and Equal Opportunities, Diversity and Inclusion Policies.

The plan will be made available online on the school website, and paper copies are available upon request.

How the plan is constructed

MSJ has an accessibility policy review committee which consists of Deputy Head Academic, Deputy Head Pastoral, Bursar, Head of Learning Development, and may co-opt additional members, including Governors, whose expertise in any field would be of assistance.

The committee's terms of reference are:

1. to review the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled;
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future;
3. to prepare the School's SEND policy;
4. to prepare the School's Accessibility Plan;
5. to review such plans and policies as necessary and at least on an annual basis.

MSJ's accessibility policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions

- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School will conduct an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and operations staff, governors, parents and pupils will be obtained via a questionnaire conducted in the summer term 2024. We will use the results to further develop our understanding in the school community of disability and accessibility, inform priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents.

The results of the audit will inform our regular updates of the School's accessibility plan for 2024-2026. The plan and targets will be circulated to all teaching and operations staff, pupils and parents and be available from the School's website.

Admissions of new pupils will be in line with the School's Admissions Policy. Staff with responsibility for the induction arrangements for new pupils (such as Form Tutors, Heads of Years and teachers) will be consulted in plenty of time to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

How the plan is reviewed and monitored

MSJ's accessibility policy review committee meets termly to frame recommendations for inclusion in the plan. These recommendations include input from the Senior Leadership Team and the document is then placed on the agenda for the termly meeting of the Governance and Legal Committee and the Education and Pastoral Committee. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the June meeting of the full governing board. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the Accessibility Plan during the period to which it relates. A new plan will be drawn up every three years.

Queries and complaints

Any queries in relation to the Accessibility Plan should be directed to Deputy Head Academic in relation to curriculum access and the Bursar for any issues relating to improving access to the physical school environment . The School's Complaints

Policy covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy
- Admissions Policy
- Rewards and Sanctions Policy
- Health and Safety Policy
- Curriculum Policy and Plan
- Equal Opportunities, Diversity and Inclusion Policy
- Word Processor and Access Arrangements Criteria Policy for Examinations

Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>Access Audit Documentation for all buildings</p> <p>Evacuation Chair Review [Note: Consider whether furniture and equipment is selected, adjusted and located appropriately. Look at lighting, colour schemes, acoustics, evacuation routes.]</p>	<p>Creation of access audit documentation for all building types</p> <p>Undertake and record access audits for all buildings</p> <p>Review and prioritise the audit findings</p> <p>Update the Accessibility Plan 2024 2026 with the priorities identified.</p> <p>Liaison with evacuation chair advisor about stairwell dimensions and construction to identify locations suitable for their usage. Cost up provision and request funding to install.</p>	<p>End of spring term 2024</p> <p>Summer term 2024</p> <p>Summer term 2024</p> <p>Summer term 2024</p> <p>End of spring term 2024</p> <p>Summer term 2024</p>	<p>Dir Ops</p> <p>Dir Ops and Ops & Comp Mgt team</p> <p>Accessibility Policy Review Committee</p> <p>Dir Ops</p> <p>Est & HS Mgr</p> <p>Est & HS Mgr & Dir Ops</p>	
Medium Term	<p>Improve reception area accessibility</p> <p>Improve boarding houses accessibility</p> <p>Improve The Dome accessibility</p>	<p>Provision of intercom facility at car park level</p> <p>Provide paved routes on gravel drives and paths</p>	<p>AY 24 25</p> <p>AY 24 25</p> <p>AY 24 25</p>	<p>Est & HS Mgr</p> <p>Est & HS Mgr</p> <p>Est & HS Mgr</p>	

	All capital developments incorporate accessibility provision where appropriate	Provide paved routes on gravel drives and paths Routine part of all capital works	AY 24 25	Dir Ops	
Long Term	Replace lift in main building to enable areas other than ground floor to wheelchair users	Tender for replacement lift	AY 25 26	Dir Ops & Es & HS Mgr	

Improving access to the curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Conduct an audit of our provision for pupils with SEND. The results will be used to inform our understanding in the school community of disability and accessibility and inform priorities for our pupils with SEND and priorities for our pupils' parents.	A questionnaire for teaching and operation staff, governors, parents and pupils, along with the Accessibility Plan.	2023-24	Deputy Head Academic, Deputy Head Pastoral and Head of Learning Development.	
	Continue to build upon use of technology/Apps e.g Class Notebook and Teams in delivery of teaching and learning, to increase access of curriculum material to SEND pupils.	Continued staff IT training to ensure best use of technology already available and to share best practice. To keep up to date with any advancements of software/apps	2023-24	Heads of IT/Learning Development and Deputy Head Academic and HOS	

	<p>Continue to enable staff to increase their knowledge and understanding of needs of SEN and disabled pupils, registered with the School</p>	<p>Continue training of staff by Head of Learning Development/SENDCO and ensure staff work in line to the SEND Policy. Continue sharing and reinforcement of Pupil Profiles so staff aware of individual needs, learning styles and necessary support. Access to support from professional staff and external agencies where required for staff training purposes and to give relevant updates either on existing pupils or new pupils to the school e.g. Autism Spectrum Disorder</p>	2023-24	Head of Learning Development/SE NDCO, HOS & teachers	
	<p>Carry out curriculum audit and ensure that the following curriculum review does not discriminate against pupils with disability or SEN.</p>	<p>Curriculum review to commence summer term 2024 for implementation September 2025.</p>	2023-24	Deputy Head Academic and curriculum review working party. Exams Officer, Op staff,	
	<p>Continued update of examination room facilities (The Dome) to support increased demand for exam Access Arrangements, including small room provision for</p>	<p>Additional room at back of the balcony to provide a new small room in addition to the existing 2 computer rooms and balcony area.</p>	2023-24	IT & Data Manager	

	computers, rest breaks and any other SEND needs.				
Medium Term	<p>Continue to build upon benefits of E-learning in school, promoting digital learning and increased use of technology in teaching and learning, including update of digital screens in classrooms in timely manner.</p> <p>Analysis of audit results. Use this to inform priorities for SEND.</p>	<p>Staff training with new devices and digital screens to maximise access of teaching and learning materials both during delivery in class, and also with sharing of resources before and after lessons.</p> <p>Enable future reviews to prioritise improvements to access to the curriculum, considering views of Where needed, provide specific training for teachers on how to support pupils with a particular disability.</p>	<p>2024-25</p> <p>2024-25</p>	<p>IT & Data Manager, Deputy Head Academic and other relevant staff</p> <p>Head of LS, Deputy Heads Academic & Pastoral</p>	
Long Term	Implementation outcome of curriculum review	Implement curriculum based on review, ensuring it does not discriminate against pupils with SEND.	2025-26	Deputy Head Academic, Head of LS, HOS, teaching staff,	

Improving access to information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Continue ensuring availability of written material in alternative	Modifications to include coloured overlays, reading rulers	2023-24	Head of LS and teaching staff.	

	<p>formats i.e. consider how information such as handouts, timetables and information about school events can be disseminated in alternative formats such as large print, audio using ICT or providing information orally</p>	<p>and virtual overlays. Currently, use of alternative paper for a small number of pupils in line with Word Processor and Access Arrangement Criteria policy. Where appropriate, pupils to be given access to reading software (Read, Write)</p> <p>Regular update and sharing of Pupil Profiles on Staff Shared Resources detailing specific needs, including use of staff meetings where needed.</p> <p>Reminders/training to ensure teachers making best use of applications such as MS Teams and Assignments</p> <p>Weekly subject Drop-ins to provide extra 1:1/small group support opportunities for all pupils including SEND</p> <p>Weekly Learning Development Drop-ins to help SEND pupils with homework, organisation and study skills.</p>			
Medium Term	<p>Encourage staff to recognise and adapt for different learning styles. Continue to train teachers to present information to groups in a way which is user friendly for</p>	<p>Staff training/support sessions for specific software/applications, as well as through Teachmeets and sharing of good practice for different</p>	2024-25		

	SEN or disabled pupils - e.g. by reading aloud, use of video/digital media, groupwork, use of diagrams and active learning.	learning styles e.g. using software such Read Write, touch typing and speech to text.			
Long Term	Review available online exams, with a view to accessibility and consider to what extent they could reasonably be integrated at our Centre.	Keep abreast of developments across awarding bodies and their proposed release of new online exams, which would replace current external assessment systems.	2025-26	Deputy Head Academic, Exams Officer, HOS	